



## Personal, Social and Emotional Development

### Making relationships

- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.

### Sense of self

- Recognises that they belong to different communities and social groups and communicates freely about their own home and community.
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

### Understanding emotions

- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
- Understands their own and other people's feelings, offering empathy and comfort.



## Understanding the World

### The World

- Looks closely at similarities, differences, patterns and change in nature.

### People and Communities

- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

### Technology

- Develops digital literacy skills by being able to access, understand and interact with a range of technologies.

## EYFS: Reception Curriculum Overview

### Literacy

#### Reading

- Enjoys an increasing range of print and digital books, both fiction and non-fiction.
- Reads high frequency words, and uses developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.
- Engages with books and other reading materials at a deeper level, sometimes using their knowledge of language structure, subject knowledge and illustrations to interpret the text.

#### Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes.
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying and writing recognisable letters in sequence.
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

#### The books we cover across the year are:

##### Autumn One

- 'Harry and the Dinosaurs go to school' by Ian Whybrow
- 'So Much' by Trish Cooke
- 'In Every House, on Every Street' by Jess Hitchman
- 'Rapunzel' by Chloe Perkins

##### Autumn Two

- 'Chicken Licken' by Chloe Perkins
- 'The Gruffalo' by Julia Donaldson
- 'We're Going on a Lion Hunt' by David Axtell
- 'Stick Man' by Julia Donaldson

##### Spring One

- 'Where's My Teddy?' by Jez Alborough
- 'That rabbit belongs to Emily Brown' by Cressida Brown
- 'I Love You, Blue Kangaroo' by Emma Chichester Clark
- 'Toys in Space' by Mini Grey

##### Spring Two

- 'Oi! Get Off Our Train' by John Burningham
- 'Sadie sprocket builds a rocket' by Sue Fliess
- 'Emily Jane's Aeroplane' by Katie Haworth
- 'Whatever Next!' by Jill Murphy

##### Summer One

- 'Jim and the Beanstalk' by Raymond Briggs
- 'The Tiny Seed' by Eric Carle
- 'Caterpillar and Bean' by by Sheridan Cain
- 'Oliver's Vegetables' by Alison Bartlett

##### Summer Two

- 'Tiddler' by Julia Donaldson
- 'Billy's Bucket' by Kes Gray
- 'Come Away from the Water, Shirley' by John Burningham
- 'Naughty Bus' by Jan and Jerry Oke



## Mathematics

### Numbers

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.
- Engages in subitising numbers to five.
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”

### Numerical Patterns

- Uses informal language and analogies as well as mathematical terms to describe shapes
- Spots patterns in the environment, beginning to identify the pattern “rule.”
- Enjoys tackling problems involving prediction and discussion of comparisons of time, length, weight or capacity, paying attention to fairness and accuracy.



## Physical Development

### Moving and Handling

- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Health and Self-Care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.



## Communication and Language

### Listening and attention

- Listen attentively in a range of situations.
- Indicate two-channelled attention.

### Understanding

- Listens and responds to ideas expressed by others in conversation or discussion.
- Understands questions such as who; why; when; where and how.

### Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.



## Expressive Arts and Design

### Creating with Materials

- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

### Being Imaginative and Expressive

- Creates representations of both imaginary and real-life ideas, events, people and objects.
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.